

May 2018

ID

7719 5097

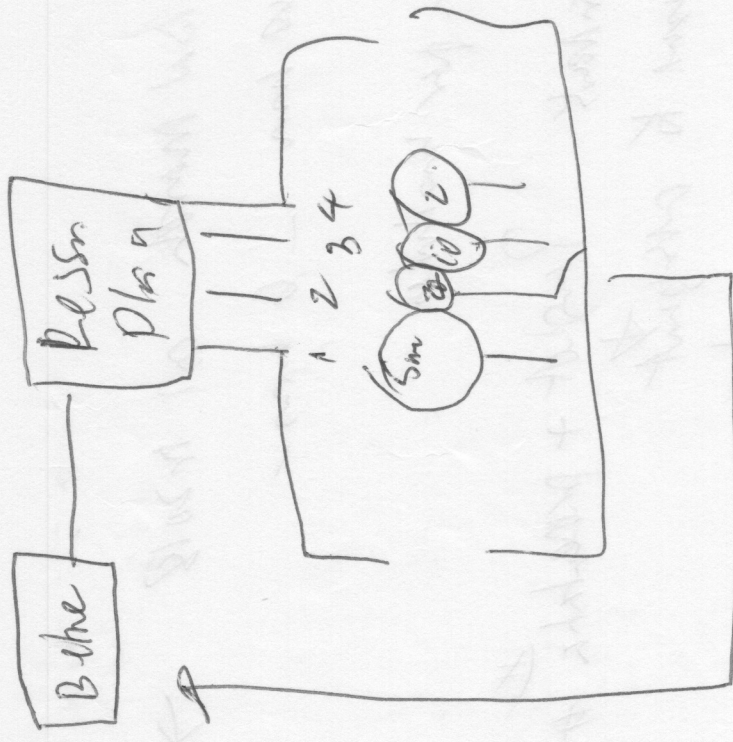
10:10 - intro.

- Seminar
- homework
- Program handbook
- set audience
- module handbook
- Learning outcome
- not many < 4
- Content
- Outline
- audience
- method
- level
- Answer
- Criteria
- Credit value
- No of hours

- Reading list
- Flow list
- for lecture
- Relecture
- Lesson Plan
- is a tailor
- Time table
- Teaching
- Q&A
- Context
- Deliver
- Program
- Teaching aids
- Power point
- Chart
- ⑤

RHS

7-Mar-18



Sequence #

Generate feedback

Improve

not - feedback

improve

if feedback form

workshop

not - every session

X for

improve

not - feedback

Lecturers

Resumes

#

What to do after the course → teaching

Use ②



5 May 18

The course had 1) an induction 2) weekdays classes  
3) <sup>not</sup> Sunday, Saturday classes 4) introduction to Moodle-BB, acm 5)  
introduction to Leeds Beckett handbook given 6) introduction to  
teachers' manual, prof making prof exam 7) introduction to payment  
8) id card given 9) visit to school 10) introduction to  
Leadership, management and enterprise 11) introduction to  
context of health 12) introduction to SEM module 13) introduction  
to nursing 14) introduction to ed teaching 15) introduction to  
PIP 16) introduction to personal, practice, interpersonal and  
professional practice 17) introduction to Sem 18) introduction  
to inequalities of health 18) introduction to nursing 19) intro  
duction to health care and ethics 20) introduction to  
ethics 21) introduction to 2500 words essay 22) introduction to  
2500 word essays on context of health how it affect adult  
nurse. 23) introduction to 3rd word essay on how org on  
topic chosen in reflective practice Gibbs model 24) intro  
duction to 800 word essay on leadership, how to  
implement change in health setting the change 25) intro  
duction to questioning style questioning 26) introduction to  
adult nursing degree programme 26) introduction to members  
of the group 27) introduction to telephone access to leaders 28)  
introduction to Sem 1, 2, 3 and the end of teaching in 2018  
29) introduction to critical thinking and analysis 30) intro  
duction to the Leeds Beckett library access and in ID link to  
Leeds Beckett Pse grad and undergraduate class 4

analyse 1) issues ISSUES

describe 1) the beginning, the middle, the end of the case

think 1) who was present, what happened, where it occurred, when it occurred, why it occurred

clarify 1) subjective feelings, good and bad

evaluate 1) the case in light of the facts, theory, laws  
Lehmann System.

analyse 1) account to ontology, ethics law, codes

include 1) on case,

consider 1) facts, case, facts, questions, issues, findings,  
reasons.

define 1) all issues in context with code, pattern,

search 1) "and" "and" "and"

access 1) LBN - other various symbols 4)

medical

is a 1) medical negligence

has as 1) a issue

invest 1) in library resources



2018.19-5

Benner 6 Days + we 8 good 9 in 10 work 11 how  
12 he 13 situation 14 was 15 handled 16 patient 18  
anniversary 19 SOB 20 nurse 21 ECG 22 not 23 good  
24 ahead 25 ECG 26 to 27 to 28 cardiac 29 unit  
30 why 31 Mike 32 live 33 that 34 with 35 doctor  
36 not 37 legs 38 feelings 39 collapse feels what  
College 40 feels 41 what 42 college 43 should  
we have 44 acted better 46 feels 47 good or  
but 48 the in situation 50 DO now 51 with  
them letter 51 Pre high 52 under 53 separation 54 right-to-do  
55 hunter 56 pre high 56 duties of pre-high 57 discharge  
58 planning 59 attend to patient 60 is 61 duties of nurse  
62 in 63 what model 64 the 65 nurse 66 not work  
67 when 68 you can exceed 69 Van Hunt 70 what 71  
are your hints 72 as 73 a junior 74 legal 75  
a nursing issue 76 attend complaints 77 less  
thoughts 3 78 # to complete 79- what 80 is  
81 the ethical problem 82 things 83 feel more 84 ethics  
85 make procedure into issues 87 in to ethics 88 into  
action 89 what to do 90 steps 91

19-05-18

B

① Behave, ② non malevolent, ③ autonomy, ④ Justice #

## Ethics

1 Introduction - 2 description 3 feelings 4 evaluation 5 analysis  
6 conclusion 7 action plan 8 conclusion 10: - epigraph 11 pain  
12: Ramen 13 eq 14 - collapse 15 - lucky 16 no 17 death 18 etchuk.  
19 mi 20 do 21 eq 22 a 23 story 24 - named 25 person 26  
mi 27 extra 28 pain 29 a 30 mi 31 To 32 into 33 a  
34 case 35 Beauchamp 36 children 37 Attent 38 minimum  
39

1-17 years 2 - girl child 3 by child 4. full 5 protection 6 male or  
7 female 8 protect 9. HIV 10 query 11 boy 12 routine 13 test  
14 not 15 to 16 inform 17 other 18 issues 19 Annulet 20  
discharge 21 Carole 22 institution 23 shared 24 confidentiality  
24 consent 25 head 26 among 27 a 28 group 29. Inboard  
30 girl child 31 then 32 answer 33 in charge 34 New 35  
in charge 36 # issues 37 sub 38 in a suit 39 what 40  
model 41 Sad, ~~joy~~, 42 joy 43 annoyed 44 reaction  
ambiguity 45 feeling go for 46 diminish culture 47  
Shamcha 48 cyc 49 uncharacteristic letter 50  
D



(3) 26-may 2018

life expectancy (at birth) 2013

|      |                    |         |          |         |         |      |      |      |
|------|--------------------|---------|----------|---------|---------|------|------|------|
| 1882 | UK<br>48-47        | 51      | 52       | 53      | 55      | 5961 | 8044 | 8390 |
| UK   | Senegal<br>Senegal | Nigeria | Zimbabwe | Nigeria | Senegal | Mali |      |      |

analyse

1) health index

2) literacy rate

3) income index

4) GDP

Country for analysis: Health and Literacy

Public health priorities

no statistics in the past

a Public health priorities

d. International Health

b Public health priorities

c Life expectancy

LMU

## A INTERNATIONAL HEALTH

1) across geographical regions

2) international boundaries

a) endemic # one zone # malaria #

b) epidemic # a whole country # all over

c) pandemic # across boundaries #

International Health ~ Global Health

1) regions

2) boundaries

World Health Organization

1) who

a) responsible global

b) provides leadership

c) health matters

d) 1) Shaping ~ research agenda

2) setting many standards

3) articulating evidence based policy

4) providing technical support

5) monitoring - health trends

6) assessing

26 May 2018  
Materm.

16 June #

2 June #

2016

-- I  
{ Present }

COH

16-June #

L R

Wkalm

Renew

Search -

800 mult  
=

\* Skeleton

Structure

Marking

Criteria

Do not

draw crude

Protein

Linking



2018 - 26 Aug

Team  
Johann Winkler  
=

open  
we know

blind  
SPA  
you know  
I don't

failed

I

unknown

he do not know

I know  
you don't

check it

5 May 2018  
Rend

Values

→

8-12K4

Organization (loyal) #  
~~tool~~

{ student report by  
senior }

medical high school  
delivered

Improvement  
Conduct?

code of  
conduct  
protest stand

9 (1st)  
first protest

Self

Protest < log d

{ what did you  
learn about it }

Social  
commitments



26 May 2018 #

1) Assignment - 1 PDP 1)

a) 1.3000  $\pm$  10%

b) 1. Criteria 2. In 3. hamster 4 PDP

c) 1. Continue 2. English

d) 1. Gibbs 2. model

e) 1. apa 2. abstracts 3. criteria 1. Text

f) 1. Introduction 2. Gibbs cycle 3. conclusion

g) In 1<sup>st</sup> Person narrative

h) Introduction - 11 to 111 to 14 parts.

1) - Continuity II from Introduction to finish  
in reverse v:

J: 1. To II Subst III in September 2018

K: - 1990s

L: What will be done what in <sup>order</sup> conclusion

M: Twenty - 2020 The Subst in Middle #

26. mar 2016

International Health i). definition.

WHO  
Agenda

Le. enging i)

non  
Public Health Priorities i)

Public Health Threats i)

Major Events i)

Pandemics the i)

Global fire i).

Presentation of Paper

16 June #

23 June #

assignment #

Self-Topic #

Annual #

Discussion #



12 may 2018 - Gibbs 3 description 4 feelings 5 evaluation 6  
analysis 7 conclusion 8 Action plan 9#  
10 Denier 11 Anger 12 move 13 prophet 14 2 15: Umin  
16: Ethos 17 malice 18 benevolent 19 justice 20 =  
Emotion 21 anger 22 fear 23 joy 24 Sad. 25  
Emotion 26 move 27 career hypothesis 28 Beauchamp  
29 children 30 between 31 ethics 32 studies 33 when  
34 piece 35 cannot 36 time 37 decision 38 Applebaum  
from criteria → 39 have 40 least 41 drive 42 shared  
43 antithesis 44 deplete 45 authority 46 immediately  
47 hierarchy 48 model 49 a 50 professional 51 to 52  
act 53 unprofessional 54 transfer 55 potential 56 work 57  
A 58 a 59 last 60 to 61 emphasis 62 Beauchamp 63 ago 64  
time 65 Act 66 relationship 67 in the system 68  
Subsequent 69 clinical 70 death 71 what 72 are 73  
the 74 issues 75 implied 76 in 77 the description 78  
compared 79 hypothesis 80 at knowledge 81 at 82 how 82 at  
83 in 84 school 85 when 86 university 87 how 88 do  
89 against 90 knowledge 91 introduce 92 general  
to sports 93 focus 94 to 95 general 96 Schun  
97 Gibbs 98 Reflection 99 emotional labor 80+

12 may 2018 - makhya #/  
100 = Hypnotized 101 agriculture 102 parallelism 103 Health 104

and 105 work 1076 occupational 108 health 108 and 109 safety

110 public 110 community 111 health 112 old 113 new 114 occupational  
115 disease 116 housing 117 working-age 118 public 119 sense 120 social

121 financial 122 cost 123 injury 124 leave 125 primary

126 health 127 care 128 art of 129 health 130 health 131 Long Term LTC

132 NMP arranged 133 may 2017 134 Long 135 distribution.

136 # Jan CEMQMA 137 NW 14 138 exam 139 Board 140 NW 141

142 RBS 143 144 Text moderate 145 Markis 146 moderate 147 Ext

148 moderate 149 Markis 150 Language 151 Grammar 152 Rules.

153 # ResA 500 154



- Discuss 1) the importance of a case 2)  
 Consider 1) the problem identified,  
 Identify 1) the problem exactly it,  
 Find 1) the issues in the case,  
 clearly  
 Do 1) as per the instruction, seminar -  
 find 1) dilemma, ethics  
 Use 1) gross model  
 use 1) what, why, how, when, who  
 describe 1) Incident, in details  
 mention 1) who, what, time, when, how, who  
 define 1) outline in many levels.  
 evoke 1) the feelings, who others felt #  
 describe 1) emotion  
 Evaluate 1) the what what was done, w  
 analyse 1) the what-  
 conclude 1)  
 Action plan 1).

21 may - 3 - psc 4

1) Study findings #

When should appraise?

1. Find out descriptive research for great purposes.

2. Evaluate no effectiveness, cost, results of health program

3. Establishes new health program

4. implement policies, where health decision making at senior management level

Appraise. → How, when, why, who, what, ethics of appraisal →  
- arguments

127

① When to appraise

② How to appraise

③ Why to appraise.



5-5-18

Evaluate - 1) models,

Reflect - 1)

Ethics  
critique  
Code

Analyze - 1) ethical, 2) legal 3) professional 4) individual

Use - 1) lens 2) protocol 3)

If DO - 1) action plan what to do

near - 1) Evidence in unit is #

Context 1) established ideas with evidence -

Use model 1) for what reason, mention what model to use.

define 1) the ethics used →

having 1) personal opinion with evidence #

use 1) ethics, benefit, children & benchmark

advocate 1) for the patient with

weaving 1) ethics, practice, codes, with the unit

use 1) write ethics, legal aspect

include 1) trusting mentor, Nurse Practice Act

use 1) confidentiality

webbed 1) into law, law, practice.

conduct 1) about incident, → as module

3-5-5-18

tribute 1)

use 1) him disclosure ✓ him disclosure #

Search 1) Leads Bank 2) Elsewhere 3) Pasture not  
3)

to  
for  
bring

4) Car Study Study # 2510 #

define

1) advance practice 2)

enough

1) advance practice

marks

1) on receipt 2) but at # #

train

1) in history 3 days 2)